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AUTHOR	Harrison, Don K.; And Others
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ABSTRACT

This set of materials was developed for a special ERIC/CAPS Workshop on, "New Developments in Guidance and Personnel Services: Guidance and Student Services for the Culturally Different," held at the 1970 American Personnel and Guidance Association Convention in New Orleans, Louisiana. Members of the ERIC/CAPS staff developed generalizations and implications concerning the culturally different in the following areas: (1) Retraining the Culturally Different for Work Adjustment, by Don K. Harrison; (2) Training Counselors to Work with the Culturally Different, by Garry R. Walz; (3) Vocational Guidance Programs for the Culturally Different, by Juliet V. Miller; (4) College Student Personnel Programs for the Culturally Different, by Thomas A. Butts; (5) Community/Junior College Student Personnel Programs for the Culturally Different, by Ralph W. Banfield. (Author/EK)

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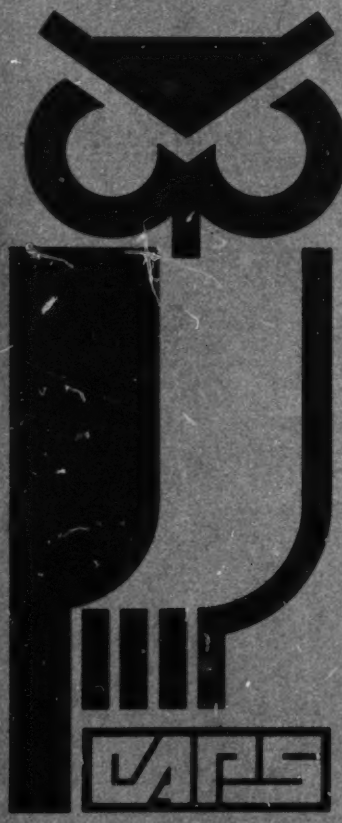

Guidance and Student Services For the Culturally Different

ED 037 596

A Set of

GENERALIZATIONS AND IMPLICATIONS

for

New Developments in Guidance and Personnel Services:

Guidance and Student Services for the Culturally Different

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ERIC/CAPS
ERIC Counseling and Personnel Services Information Center
The University of Michigan
611 Church Street
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PREFACE

This set of materials was developed for a special ERIC/CAPS workshop on, "New Developments in Guidance and Personnel Services: Guidance and Student Services for the Culturally Different," which was held at the 1970 American Personnel and Guidance Association Convention in New Orleans. The workshop was designed to help counselors become familiar with current research describing the culturally different and use this information to initiate thinking about new counseling procedures.

The participants indicated these materials had been helpful in stimulating their thinking about new counseling programs and procedures designed to meet special needs of the culturally different. The materials describe research findings and suggest implications of these findings for counseling practice. The specific areas covered include:

1. Retraining the Culturally Different for Work Adjustment - Don K. Harrison
2. Training Counselors to Work with the Culturally Different - Garry R. Walz
3. Vocational Guidance Programs for the Culturally Different - Juliet V. Miller
4. College Student Personnel Programs for the Culturally Different - Thomas A. Butts
5. Community/Junior College Student Personnel Programs for the Culturally Different - Ralph W. Banfield

These materials may be used either by individuals or staff groups. They are intended to provide a basis for program planning and therefore, might be used in staff training or program planning activities.

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1. RETRAINING THE CULTURALLY DIFFERENT FOR WORK ADJUSTMENT

Don K. Harrison

I. Generalization:
The culturally desadvantaged person often brings to the training situation a history of long term failure, negative reinforcement, long term unemployment, and employment skills that are dead-end.

Implication:
It is important that the counseling and training process focus attention immediately upon replacing the history of failure and lack of success with experiences which are likely to be immediately rewarding in order to sustain interest and motivation of the counselee. These success experiences should be very concrete, tangible, and readily viewed as something desirable by the trainee.

II. Generalization:
Culturally disadvantaged trainees frequently exhibit behaviors of irregular attendance, tardiness and punctuality which may be the result of several factors. These may include a lack of understanding of the importance of being at a designated place on time, minimally perceived rewards within the program or training system, or situational factors that often occur at home which contribute to the irregularity in attendance behavior.

Implication:
Motivation for attendance can be increased through building a reward system into the training programs. Increased motivation and reward, can help to encourage program attendance. Counseling procedures should also be established to help the trainee cope with enviromental problems, i.e.,family conflicts, which might affect attendance patterns. It is also possible that the trainee needs help in developing an increased awareness of time. Learning experiences which facilitate this need to be part of the training program. For example, the somewhat obvious step of encouraging the purchase of an alarm clock was found by one company to increase punctuality.

III. Generalization:
Little information concerning the characteristics of disadvantaged youth has emerged from testing programs. They do show, however, that many experimental and demonstration projects have been working with the disadvantaged.

Implication:
Most psychological and vocational tests are useless, or only marginally useful with disadvantaged youth. The disadvantaged and members of minority groups have seldom been included in standardization and normative studies. From a review of experimental and demonstration projects sponsored by the Department of Labor, it must be concluded that test data from current tests are of limited usefulness in predicting successful training outcomes with disadvantaged youth. There is a need to develop new, more useful tests for working with a disadvantaged population.

IV. Generalization:
Performance requirements during training should start with simple tasks and proceed to the complex. Progress through training should be encouraged by use of rewards which are clearly understood by the receiver as indications of observable movement toward skill attainment and achievement of a meaningful job.

Implication:
For those of us involved in training the disadvantaged youth, it may be important to reevaluate the program and determine how progressive the training is and how the individual perceives the reWard as meaningful and related to increments of performance.

V. Generalization:
If the counselor is able to participate in work training when the trainee is actually in a worker role, he will be in a better position to provide focused, immediate, and behaviorally-relevant assistance.

Implication:
Counseling may need to be physically conducted beyond the traditional confines of the four-wall cubicle. This suggests that the actual place of employment, the street corner, the trainee's home, the court rooms, --all may become a part of the counselor's turf, and may lead to a kind of "counseling on the hoof."

TRAINING COUNSELORS TO WORK WITH THE CULTURALLY DIFFERENT

Garry R. Walz

I. Generalization:
Traditional models of client referral to counselors, e.g., self and teacher referral, are unattractive to many of the culturally different, and hance infrequently used.

Implication:
Counselors should be prepared to outpost in such places as store fronts and street academies to bring counseling where the needs are.

II. Generalization:
Counselor interventions which are restricted to interaction between the counselor and culturally different clients and which do not include efforts to change the environment of the client, have been found in some studies to have little significant or persisting effects on client behavior.

Implication:
Counselors should be prepared in change agentry so they can work to bring about changes in the environments of their clients.

III. Generalization:
Some studies show that models of counseling which emphasize the helping relationship have little impact on the culturally different.

Implication:
Action-oriented and outreach counseling models must be developed and taught if counseling is to be relevant to the needs of the culturally different.

IV. Generalization:
Many culturally different students and adults express a strong preference for a counselor of similar racial background. However, research data are lacking on the behavioral outcomes of clients counseled by counselors of similar racial backgrounds as compared to counselor-client of different backgrounds.

Implication:
Students of widely varying racial backgrounds should be recruited for counselor education so guidance programs may have a racial intermix in their counselors.

V. Generalization:
Testing and appraisal instruments developed for use with typical population groups are useful with the culturally different when they are seen as tools to understanding rather than as valid measures of learning potential or knowledge.

Implication:
Pre- and in-service preparation must be provided for counselors to enable them to use tests and appraisal methods in ways appropriate to the culturally different.

VI. Generalization:
The use of paraprofessionals of racial and socio-economic backgrounds similar to culturally different clients is an increasing practice on the part of schools and agencies.

Implication:
Preparation programs must be developed for paraprofessionals, and existing professional preparation programs must be revised to account for the change in the role and function of the professional counselor as a consequence of the use of paraprofessionals.

3. VOCATIONAL GUIDANCE PROGRAMS FOR THE CULTURALLY DIFFERENT

Juliet V. Miller

I. Generalization:
Students at the ninth grade level seem to have similar occupational aspirations, but do not have similar educational goals. At this age, educational expectations are influenced by the family (level of education attained by parents).

Generalization:
Culturally different students in the elementary grades have a realistic concept of work and occupations. With time, however, these children experience a deterioration in their conceptions of self and job aspirations.

Implication:
These students need early vocational exploration experiences which will help them understand themselves and the world of work.

II. Generalization:
Culturally different students perceive the school, and the counselors and personnel within the school, as favoring the college bound students.

Implication:
These youth need to feel that the school is interested in them. Guidance programs should help them gain a more positive view of self, and should help change the prevailing post-graduation climate.

III. Generalization:
Many of these young people do not have a clear and accurate view of self. Because of this, they are not aware of the vocational potentialities which are available to them.

Generalization:
These youth do not perceive parents as being particularly helpful in resolving personal, educational, or vocational problems. This, coupled with their perception of the school, means that there is an absence of a significant "other" to help these students make vocational decisions.

Implication:
Other significant people in the lives of these students, i.e., parents, teachers, need to help them in their vocational decisions. Counselors can help these people better understand

the students and find effective ways of helping them.

IV. Generalization:
After high school most graduates work in semi-skilled jobs with little opportunity for occupational role-testing, exploration of identity or broadening of important potentials. As a result, these young people tend to regress in autonomy and intellectual growth.

Implication:
These youth need the opportunity to test occupational realities before they make occupational decisions. Programs should be developed which enable the student to engage in real or simulated work experience.

Implication:
The total school experience of these students need be made more occupationally relevant. One guidance function can be to provide feedback to other members of the school staff which can facilitate curriculum revision and development.

V. Generalization:
After high school these students often approach work in a vague and unrealistic manner and many of the young people work in jobs which are different from what they would have chosen, if all of the facts had been available.

Implication:
These students need intensive vocational counseling at the time of occupational and educational decision-making. Decisions should be based on a thorough understanding of self and the world of work.

Implication:
Relevant, accurate information is also an important component in decision-making. Counselors should be responsible for identifying information about post-high school training opportunities and job placement opportunities in the particular community in which these youth live.

Implication:
These youth not only need help in making educational and/or occupational decision, they also need help in actualizing these decisions. Placement services should be provided to accomplish this. These services should identify and coordinate student use of existing non-school placement services and provide additional services which are not offered by other community agencies.

4. COLLEGE STUDENT PERSONNEL PROGRAMS FOR THE CULTURALLY DIFFERENT

Thomas A. Butts

I. Generalization:
College student populations in public institutions tend to include a wider range of cultural sub-groups than do elementary and secondary schools which draw their students, via the neighborhood school concept, from families of similar social, racial, ethnic and economic backgrounds.

Implication:
While the counseling staff of a college ought to include members from all sub-cultures served by the college, each staff member is likely to help students from all backgrounds.

II. Generalization:
Student personnel services in colleges tend toward specialization--admissions, financial aid, activities, counseling, placement, etc.

Implication:
Each student service must design its program and build its particular staff to meet the needs of its entire clientele. The staff should be constructed in such a way that any student is likely to find a member with whom he can identify and comfortably relate.

III. Generalization:
"Culturally different" is a term with individual implications as it applies to college student personnel work. A counselor from the ghetto helping a student from the suburbs is counseling a culturally different person.

Implication:
Training programs for college personnel workers must place emphasis on the cross-cultural aspects of their activity.

IV. Generalization:
It will be some time before a sufficient number of people from minority group backgrounds are trained and employed as college student personnel workers. The increase in student enrollment from minority groups will occur at a faster rate than employment.

Implication:
Many counselors form the majority cultural group on a campus--

black on pre-dominantly white, etc.--will require in-service training to sensitize them to cultural differences among students and provide them with skills to effectively assist the culturally different.

V. Generalization:
The demands for funds to expand services for culturally different groups on campuses will continue to accelerate and exceed available resources.

Implication:
The above could cause institutions to reorder their priorities which might result in abolishing or seriously restricting some traditional student services.

5. COMMUNITY/JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS FOR THE CULTURALLY DIFFERENT

Ralph W. Banfield

I. Generalization:
The ages of community/junior college student cover greater a span of years and these students are in attendance for a greater number of reasons than students attending any other type of educational institution.

Implication:
Pre-service and in-service training for student personnel workers in community colleges must cover a greater spectrum of knowledge. The staff has to service many more types of personnel than in any other type of educational institution.

II. Generalization:
Philosophically the community college stresses the importance of student personnel and community services.

Implication:
This requires a greater degree of staff specialization to meet the needs of the students and faculty.

III. Generalization:
Community colleges generally have an open door admission policy for all who want to continue their education.

Implication:
Student personnel workers must be able to continually re-define this policy in cooperation with the instructional staff in terms of its implications for grading systems and curriculum entrance requirements.

IV. Generalization:
Instructional staff view student personnel programs as a service and usually feel that satisfactory performance is not measurable.

Implication:
Data regarding the effectiveness of student personnel procedures in facilitating student development must continually be collected.

V. Generalization:
Administrators are ever looking for ways to hold the line in budget while increasing the number of students.

Implication:
Student personnel workers must continually be in a position to provide hard data supporting the positive contribution which student personnel services make to student development and success.

VI. Generalization:
Student personnel administrators are continually incorporating staff into their division to meet the increased need of their students.

Implication:
Institutions responsible for training student personnel workers for the community college must expand and develop a curriculum that better prepares the staff to enter with skills needs at the community college level. Too often these skills must be developed through in-service-training activities.